



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12620 N. Woodburne Ave., Tucson, AZ 85755

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Bruce Weigold
Schedule : 07:45 AM to 03:45 PM
Grades : K-5
Web Address : www.amphi.com/schools/paintedsky/
Phone Number : (520) 696-3800
Fax Number : (520) 696-3888
E-mail : bweigold@amphi.com

Mission

In partnership with staff, family, and community members, Painted Sky will provide a safe environment where each student is challenged academically and encouraged to be self-directed, independent, and respectful.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Eighty percent of continuously enrolled Kindergarten students will score above the 'at risk' category in Letter Naming Fluency on the DIBELS.
- ü Eighty percent of continuously enrolled First grade students will score above the 'deficient' category in Nonsense Word Fluency on the DIBELS.
- ü Eighty percent of the continuously enrolled Second grade students will score above the 'at risk' category in Oral Reading Fluency on the DIBELS.
- ü Eighty percent of continuously enrolled students in grades 3-5 will exhibit gains on the NWEA MAP-level test in reading that are within one and a half standard deviations from the norming group gain for the student's initial RIT range & grade level.

Enrollment

October 1, 2005 School Year Student Enrollment : 772
Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2005-06 : 728

Instructional Programs

- ü Four Blocks for Reading/Writing
- ü Special Education, Speech, REACH(Gifted)
- ü Art/Music/Physical Education
- ü Technology Instruction
- ü Everyday Mathematics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We are responsible for meeting the Arizona Academic Standards. In addition, we are building leaders with strong character. It is our responsibility to ensure open and honest communication.

Parents

It is the parent's responsibility to support the educational process at home, in school, and in the community. Parents participate in cooperative problem solving.

Transportation Policy

Students who live farther than one-half mile from the school are provided with bus transportation. Kindergartners are not allowed to be dropped off by the bus driver at a bus stop unless a parent is present.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü One Nationally Board Certified Teacher	2003
ü National Red Cross Recognition-large student donation	2003
ü e-Scrip Honor Roll Award- 'Top Participant'	2004
ü Odyssey of the Mind World Competition	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1211	80010	100	99	99	483	456	447	3	8	10	4	15	18	53	55	53	40	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	581	38935	100	100	99	482	453	447	2	7	9	4	18	19	55	55	55	39	20	17
Male	68	628	40974	100	98	98	483	460	448	3	8	11	4	13	18	51	54	52	41	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	NC	450	34545	NC	99	99	NC	434	432	NC	13	14	NC	25	24	NC	53	53	NC	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	--	35	3979	--	100	96	--	441	424	--	11	17	--	14	30	--	66	47	--	9	6
White	98	609	35142	100	99	99	489	474	465	2	2	5	4	9	11	48	55	56	46	33	28
Students with Disabilities	14	203	10161	100	98	93	439	431	419	21	18	28	7	27	28	57	44	36	14	11	8
Students without Disabilities	103	1008	69849	100	99	100	489	461	451	NA	6	7	4	13	17	52	57	56	44	25	19
Limited English Proficient Students	--	117	14013	--	97	97	--	404	413	--	32	24	--	35	34	--	32	39	--	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	10	574	39029	100	96	98	NA	434	432	NA	13	14	NA	23	25	NA	56	52	NA	8	9
Non-Economically Disadvantaged	107	637	40981	100	100	100	485	477	462	3	3	6	5	8	13	49	53	54	44	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1213	79438	100	99	98	484	458	451	2	8	9	10	20	24	58	57	56	30	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	583	38775	100	100	99	493	461	457	NA	7	7	12	20	22	47	58	58	41	15	13
Male	68	628	40560	100	98	97	477	456	446	3	9	12	9	20	25	66	57	54	22	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	NC	451	34297	NC	99	98	NC	435	434	NC	13	14	NC	33	31	NC	49	50	NC	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	--	35	3940	--	100	95	--	434	429	--	11	14	--	46	36	--	40	47	--	3	3
White	98	609	34887	100	99	98	492	478	471	1	3	4	7	11	15	57	64	63	35	22	18
Students with Disabilities	14	202	9588	100	98	88	447	428	416	14	22	30	21	28	32	43	44	34	21	7	5
Students without Disabilities	103	1011	69850	100	100	100	489	464	456	NA	5	7	9	19	23	60	60	59	31	16	12
Limited English Proficient Students	--	118	13856	--	98	96	--	393	407	--	43	27	--	33	43	--	24	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	10	575	38685	100	96	97	NA	434	435	NA	13	14	NA	33	32	NA	50	50	NA	4	5
Non-Economically Disadvantaged	107	638	40753	100	100	99	486	480	467	2	4	5	10	9	16	56	64	62	32	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1212	79971	100	99	99	462	434	423	3	7	8	20	35	41	65	50	49	13	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	581	38974	100	100	99	477	447	437	NA	5	5	14	27	33	73	58	57	12	10	4
Male	68	629	40895	100	99	98	452	422	410	4	9	10	24	42	47	59	43	41	13	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	NC	449	34481	NC	99	99	NC	419	410	NC	10	10	NC	42	46	NC	44	43	NC	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	--	35	3995	--	100	96	--	410	409	--	9	10	--	49	47	--	40	42	--	3	1
White	98	610	35150	100	99	99	465	448	437	2	4	5	17	30	35	67	56	56	13	10	5
Students with Disabilities	14	202	10258	100	98	94	419	394	377	14	17	23	29	44	51	57	38	25	NA	1	1
Students without Disabilities	103	1010	69713	100	100	100	468	441	429	1	5	5	18	33	39	66	53	52	15	9	3
Limited English Proficient Students	--	115	13985	--	95	97	--	368	382	--	30	18	--	42	54	--	28	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	10	575	38994	100	96	98	NA	413	409	NA	10	10	NA	45	47	NA	42	41	NA	3	1
Non-Economically Disadvantaged	107	637	40977	100	100	100	464	452	437	3	4	5	17	25	34	67	58	56	13	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1230	80147	99	97	99	515	492	482	3	7	11	10	15	17	44	47	49	43	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	595	39281	100	98	99	510	492	483	4	6	9	11	15	17	45	48	50	41	31	24
Male	62	634	40780	98	96	98	519	492	482	2	8	12	10	15	17	44	47	48	45	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	11	451	33494	100	97	99	498	473	466	NA	10	15	18	23	23	45	50	49	36	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	97	658	36122	99	97	99	518	505	501	2	5	5	10	10	10	41	46	50	46	39	35
Students with Disabilities	13	190	10295	93	88	92	481	459	443	15	24	33	15	26	26	38	36	33	31	14	8
Students without Disabilities	105	1040	69852	100	99	100	519	498	488	1	4	7	10	13	16	45	50	51	45	33	26
Limited English Proficient Students	--	150	12722	--	96	97	--	442	441	--	21	27	--	37	33	--	39	37	--	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	568	38371	NC	96	97	NC	469	465	NC	12	15	NC	23	23	NC	51	49	NC	14	13
Non-Economically Disadvantaged	109	662	41776	99	99	100	518	512	498	2	3	6	9	9	11	43	45	49	46	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1231	79686	99	97	98	496	477	470	5	9	11	8	21	24	72	58	57	14	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	594	39163	100	98	99	498	482	475	5	8	9	5	19	22	73	61	60	16	13	10
Male	62	636	40438	98	97	97	494	473	465	5	10	13	11	24	25	71	56	54	13	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	11	450	33299	100	97	98	482	457	452	9	13	17	9	34	32	82	50	47	NA	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	97	660	35914	99	98	98	497	492	489	4	5	5	9	14	15	70	63	67	16	18	14
Students with Disabilities	14	190	9808	100	88	87	447	440	432	29	31	35	21	27	32	43	37	30	7	5	3
Students without Disabilities	104	1041	69878	99	100	100	502	484	475	2	5	8	7	20	23	76	62	61	15	12	9
Limited English Proficient Students	--	149	12594	--	95	96	--	419	422	--	34	34	--	50	45	--	15	21	--	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	567	38095	NC	96	97	NC	453	452	NC	16	17	NC	33	32	NC	49	48	NC	3	3
Non-Economically Disadvantaged	109	664	41591	99	99	99	499	498	486	4	3	6	8	11	16	73	67	65	15	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1231	80372	98	97	99	512	480	475	1	4	4	11	29	30	80	64	64	8	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	595	39452	100	98	99	523	491	488	NA	4	3	5	22	22	86	70	72	9	5	3
Male	61	635	40836	97	97	98	501	470	464	2	4	6	16	35	37	75	58	56	7	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	10	450	33608	91	97	99	NA	463	462	NA	6	6	NA	39	36	NA	52	57	NA	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	97	660	36213	99	98	99	513	492	489	1	3	2	9	22	22	82	72	72	7	4	3
Students with Disabilities	13	192	10526	93	88	94	458	441	427	NA	11	15	46	46	53	54	41	31	NA	2	1
Students without Disabilities	104	1039	69846	99	99	100	518	486	482	1	3	3	7	25	26	84	68	69	9	4	2
Limited English Proficient Students	--	148	12747	--	94	97	--	419	432	--	14	12	--	58	52	--	28	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	569	38521	NC	96	98	NC	457	461	NC	6	6	NC	41	38	NC	51	55	NC	1	1
Non-Economically Disadvantaged	109	662	41851	99	99	100	513	499	489	1	2	3	9	18	22	83	75	72	7	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1240	79306	98	98	99	534	518	504	5	8	13	7	17	20	47	48	49	41	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	640	38845	100	98	99	541	519	505	NA	7	11	8	16	20	48	49	50	44	28	18
Male	64	598	40383	96	97	98	527	516	504	11	10	14	6	18	19	45	46	47	38	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	18	440	32673	95	97	99	521	497	487	6	14	18	17	25	25	44	47	46	33	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	111	682	36234	97	98	99	537	533	523	5	4	6	5	11	13	48	49	52	42	35	28
Students with Disabilities	12	157	10286	92	87	91	484	470	462	33	28	41	17	40	27	33	27	27	17	4	5
Students without Disabilities	127	1083	69020	98	100	100	539	524	510	2	5	9	6	14	18	48	51	52	43	30	21
Limited English Proficient Students	--	79	10291	--	95	96	--	450	458	--	38	38	--	38	34	--	24	26	--	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	498	37437	NC	95	97	NC	489	486	NC	14	19	NC	30	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	130	742	41869	98	99	100	534	537	521	5	4	7	7	9	14	48	49	51	41	38	27

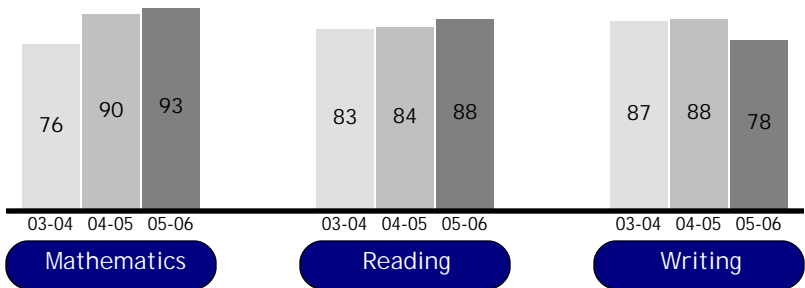
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1242	79000	98	98	98	513	498	489	3	6	10	14	20	24	63	62	58	21	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	643	38774	100	98	99	524	503	494	NA	4	7	8	17	22	67	66	61	25	13	10
Male	64	597	40150	96	97	98	500	493	485	6	8	12	20	23	25	58	59	55	16	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	18	438	32508	95	97	98	495	478	472	6	11	15	17	29	33	67	56	49	11	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	111	686	36135	97	98	98	516	513	508	3	2	4	12	13	14	65	67	67	21	17	15
Students with Disabilities	12	160	9991	92	88	88	478	459	449	17	19	33	33	44	36	33	32	29	17	6	2
Students without Disabilities	127	1082	69009	98	99	100	516	504	495	2	4	6	12	16	22	65	67	62	21	13	10
Limited English Proficient Students	--	77	10199	--	93	95	--	431	439	--	40	35	--	52	47	--	8	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	497	37234	NC	95	97	NC	474	472	NC	12	15	NC	32	33	NC	53	50	NC	3	3
Non-Economically Disadvantaged	130	745	41766	98	100	99	513	515	505	2	2	5	14	12	16	64	69	65	20	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1238	79611	99	98	99	529	515	496	1	4	7	24	29	37	73	64	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	644	39016	100	98	99	550	532	511	NA	2	4	8	21	29	89	74	66	3	3	1
Male	65	592	40519	97	96	98	505	496	482	3	7	10	43	39	44	54	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	19	438	32855	100	97	99	518	497	481	NA	7	10	32	39	43	68	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	111	682	36380	97	98	99	530	528	511	2	3	4	23	23	30	73	71	65	2	3	1
Students with Disabilities	12	155	10664	92	86	94	499	453	440	NA	17	23	58	55	54	42	27	22	NA	1	1
Students without Disabilities	128	1083	68947	99	100	100	532	523	504	2	3	4	21	26	34	76	69	61	2	2	1
Limited English Proficient Students	--	77	10362	--	93	97	--	427	438	--	26	22	--	56	57	--	18	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	498	37626	NC	95	98	NC	487	479	NC	7	10	NC	45	45	NC	47	45	NC	1	0
Non-Economically Disadvantaged	131	740	41985	98	99	100	530	534	511	2	2	4	23	19	30	74	76	65	2	3	1

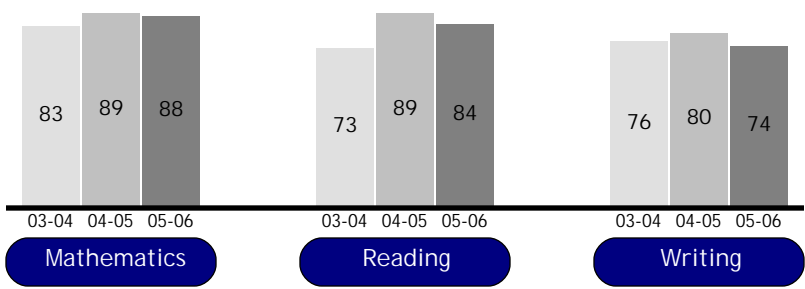
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	80	NA	58	95	71	54	47	99	75	56	46
	Language	97	77	59	50	95	73	55	47	99	75	54	48
	Mathematics	97	73	72	64	95	76	58	50	99	76	58	52
3	Reading	97	71	NA	55	100	61	49	44	100	70	54	46
	Language	99	72	68	61	100	59	48	44	100	65	52	46
	Mathematics	97	72	71	61	100	69	57	51	100	76	63	52
4	Reading	95	76	NA	56	100	62	54	48	100	68	58	52
	Language	97	73	59	52	100	65	54	49	100	72	58	52
	Mathematics	96	82	72	61	100	65	59	53	99	73	65	58
5	Reading	100	74	NA	55	100	67	55	50	99	72	63	56
	Language	100	67	60	49	100	69	55	50	99	73	61	54
	Mathematics	99	84	78	63	100	69	56	49	99	73	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Painted Sky Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Monitor Strategic Plan
- Ü Discuss Emerging Community Issues
- Ü Communicate with All Factions of School
- Ü Enhance Support/Involvement of Community
- Ü Contribute to Continuous Improvement
- Ü Serve on Superintendent's Council

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.10
Other Professional Staff	1.50	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	6	1	0	0
7 to 9 years	4	1	0	1
10 or more years	10	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center/Library
- Ü Computer Lab

Extracurricular Activities

- Ü PAL/ASAP (Before/After School Care)
- Ü Chorus
- Ü Stay Fit Activity Club
- Ü Technology Club
- Ü Band
- Ü Orchestra
- Ü Student Council

Social Services

- Ü Oro Valley Parks and Recreation
- Ü Oro Valley Police Volunteers
- Ü Golder Ranch Fire Prevention Classes
- Ü Oro Valley DARE Officer

Painted Sky Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students in all grades were able to dramatically increase their time spent reading at home.
86.1% kinders read 75min./wk
97% 1st-3rd read 75 min./wk 91.5% 4th-5th read 75 min./wk
- ü 90% of all K-2 students reached the Benchmark Level on the DIBELS
- ü 90.6% of all 3-5th graders showed growth within tolerance on the NWEA MAP-level test
- ü Painted Sky has been recognized as an "Excelling" school according to the AZLEARNS Achievement Profile

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a secure campus in which every exterior gate can be locked. Staff members wear identification badges, as do parents and volunteers. We have a DARE officer on campus two days a week.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	School Council	(520) 696-3800
Transportation Policy	Marc Lappitt	(520) 696-3783
Community Resources	School Office	(520) 696-3800
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	PTO	(520) 696-3800
Student Health/Nurse	Susan Velarde	(520) 696-3850

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.